

St Mary's Catholic Primary School Trust



Aspire not to have more, but to be more

SEND Information Report – September 2020 Meeting the Needs of Pupils with Special Educational Needs and Disabilities

Additional information about support and services for pupils and their families can be found in:
The Local Authority Local Offer - www.croydon.gov.uk/sendoffer

St Mary's Catholic Infant School and St Mary's Catholic Junior School are both mainstream academies operating within St Mary's Catholic Primary School Trust. The schools are committed to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. Our schools are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We Aim To:

- Provide a caring, secure and accessible environment in which all our children can flourish and achieve personal success academically, socially and emotionally.
- Deliver the Early Years Foundation Stage and the Primary Curriculum incorporating breadth, balance, continuity, challenge and progression and creativity.
- Use a range of teaching and learning strategies catering for different pupil learning styles.
- Promote high standards, excellence and enjoyment.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of British Values, anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school.

How Do We Achieve This?

At St Mary's Catholic Infant School and at St Mary's Catholic Junior School we celebrate the fact that every child is unique. We understand that children learn and develop in different ways and have different strengths and areas for improvement. Teachers and Teaching Assistants recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. However, many children, at some time in their school life, need extra help.

Information and Guidance:

Who should I contact to discuss the concerns or needs of my child?

Class Teacher

He/she is responsible for:

- Adapting and refining the curriculum to respond to the strengths and needs of all pupils.
- Changing the way activities are planned and delivered (differentiation).

<p>Inclusion Manager St Mary's Catholic Infant School Mrs S Loughlin</p> <p>SENCO St Mary's Catholic Junior School Mrs D O'Donnell</p>	<ul style="list-style-type: none"> • Checking on the progress of pupils and overseeing the planning and delivery of any additional support required. • Contributing to devising additional Support Plans or Behaviour Plans, when necessary, which prioritise and focus on the next steps required for your child to improve their learning. <p>If you have concerns about your child you should first speak to your child's class teacher. You may then be directed towards the Inclusion Manager.</p> <p>She is responsible for:</p> <ul style="list-style-type: none"> • Co-ordinating provision for children with special educational needs. • Monitor the progress of those children who have been identified as having additional educational needs. • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. • Making referrals to and liaising with a range of agencies and professionals outside of school who can offer advice and support to help pupils overcome any difficulties • Evaluating the effectiveness of the provision that is being provided for children with Special Educational Needs and Disabilities. • Ensure that parents are: • Involved in supporting their child's learning and access • Kept informed about the range and level of support offered to their child • Included in reviewing how their child is progressing • Consulted about planning successful movement to a new class or school.
<p>Executive Head Teacher Miss L O'Callaghan</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, including the provision made for pupils with SEN.
<p>SEN Governor Mrs Jannine Stebbings</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Supporting the school to evaluate and develop quality and impact of provision for pupils with SEN across the school.

<p>SEN Support – Assess, Plan, Do and Review How will the school decide if my child needs extra help?</p>
<p>The Government define a child as having a special educational need or disability if they have a learning difficulty or disability which requires special educational provision to be made or the child has significant greater difficulty in learning than the majority of other children of the same age.</p> <p>We aim for early identification of any special educational need or disability and this process begins sometimes even before the child has entered our school. If a child is attaining lower than age related expectation or progress is slower than expected/usual for the child, but it is felt that the child does not have a SEND, then appropriate intervention is planned for and specific objectives are recorded.</p> <p>If we suspect a child might have SEND we talk to the people who know the child best - the child and their parents/carers. In that initial assessment meeting, the child, their parents and their class teacher are invited to share their opinions and discuss the child's strengths, areas of difficulty and hopes for the future. This forms the starting point for future support planning. We use the graduated approach detailed in the new Special Educational Needs and Disability Code of Practice 2014 of 'assess, plan, do, review.</p> <p>At the first meeting, if it is deemed appropriate, a SEN Support Plan or Behaviour Support Plan will be created for your child. This contains 2 or 3 specific, measurable, achievable and realistic targets, outlines appropriate</p>

support or intervention programmes and who will be the responsible adult. Actions agreed consider each pupil's strengths as well as difficulties. The plan will identify ways in which you can support your child and also ask for the views of your child (when appropriate). Additional class-based support may be put in place and the impact carefully monitored with termly reviews. When a SEN Support Plan or Behaviour Plan has been deemed appropriate a child will be placed on the **SEN Register**.

Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support. The targets and actions set on the SEN Support Plan or Behaviour Support Plan will be reviewed at least every term with the child, their parents/carers, class teacher and SENCO/Inclusion Manager. When there are still concerns that a pupil is not making progress new targets, actions or interventions will be discussed and agreed to support your child to overcome their difficulties

In some cases, it may be necessary to increase the level of support to help your child to make progress. This may involve seeking help and advice from a range of specialist services such as the Educational Psychology Service or Speech and Language Therapy Service. A referral for support from an outside agency will only be made with your consent.

If, despite increased support, it is evident that the severity and complexity of your child's needs require provision beyond that which can be offered by our own resources a request for an Education, Health and Care Plan may be requested. Further details about this process can be explained by the SENCO or Inclusion Manager and information published in the Local Authority Local Offer.

Tests and Examinations: Access Arrangements:

For some pupils' additional arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time, rest breaks or use of a scribe. A member of staff will discuss this with you if they feel that your child would benefit from these additional arrangements.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Our teachers are very skilled at adapting their teaching to meet the diverse range of needs in each class. Daily planning considers individual pupil's needs and requirements.

Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed settings to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils, with a long-term goal of developing independent learning skills.

Alongside planned differentiation in the classroom some children need something additional to and different from that which is provided for the majority of children. The school provides a range of additional interventions, for example, 5 Minute Literacy Box, 5 Minutes Maths Box, Partners in Talking, The Language of Thinking, Drama Therapy. Your child's class teacher will talk to you if they feel that your child would benefit from being part of one of these interventions.

How will my child's progress be tracked?

We track pupil progress through:

* Ongoing monitoring for all children by class teachers and co-ordinators and through this process the children who are not making adequate progress are identified.

* Every day formative assessments which tracks pupil progress against set milestones.

* Analysing pupil progress data and setting appropriate targets.

* Termly pupil progress reviews between the Head Teacher and class teacher where teachers are held accountable for the amount of progress the children in their class are making.

* Half termly Special Education Need and Disability review meetings with the Inclusion Manager, Assessment Co-ordinator and class teacher, where teachers are held accountable for the amount of progress children with special educational needs and disabilities are making. Current provision is evaluated and targets set for future provision.

* Using appropriate tests.

* Gathering information from the child, parents/carers and professional from other agencies.

Access

What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?

We have an Accessibility Plan in place to ensure that pupils with SEN and Disability can take part in all aspects of school life and that the school buildings and outdoor spaces are adapted. This policy is available on our school website.

Access arrangements currently include:

* Wheel Chair Access

* Disabled toilet facilities

* Depending on need, an individualised access and or medical/care plan will be completed.

Additional planning and risk assessments are undertaken to ensure that pupils with SEN can take part in the range of extra-curricular activities that the school offers including outings and residential visits. If risk are deemed as 'high' parents may be asked to accompany and take responsibility for their child to ensure safety during a visit.

Staffing Expertise

How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with SEN.

Our SENCO and Inclusion Manager actively engage in a range of opportunities to share best practise and keep abreast of current local and national initiatives and policy to support pupils with SEN.

The school seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

External Partnerships

What outside school support does the use to help my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. Referrals to external agencies can only happen with parental consent. Our partnership with external agencies includes:

Agency	Description of Support
<p>Speech and Language Therapy</p> <p>Allocated SP&L Therapist Carmel Johnson (Reception, Key Stage 1 & 2) Jayne Nichols Nursery</p> <p>For local health services go to www.croydonhealthservices.nhs.uk Search for 'children's speech and language therapy service' or call the main office at Sanderstead Clinic – 020 8714 2594</p>	<p>The school is allocated a SP&L Therapist who works with us to deliver high quality provision for children with Speech Language and Communication Needs (SLCN). The therapist works in collaboration with the SENCO and Inclusion Manager to provide training for all staff, aid accurate identification of speech and language difficulties, develop a good resource bank, lead small group support, plan some 1:1 programmes of support to be delivered in school and offer advice and support to parents. Once a child has been referred to the SP&L Service the therapist will complete assessments and when appropriate set targets that will be regularly reviewed with the parents and school staff. For some children clinic appointments are offered for therapy sessions but usually small group sessions are offered in school.</p>

<p>Educational Psychology Service</p> <p>Allocated EP – Mrs Clare Morgado Octavo 4th Floor Croydon Clocktower Katherine Street Croydon CR9 1ET</p>	<p>The Educational Psychologist works with the SENCO and Inclusion Manager, the teachers, the support staff and the parents to ensure that the individual needs of the children who are referred to her are met.</p> <p>The Educational Psychologist will observe and assess the children referred to her and offer advice and support to the staff to set appropriate targets.</p> <p>The Educational Psychologist may suggest resources that would help the child make progress.</p> <p>The Educational Psychologist supports referrals to other services and applications for Statutory Assessment</p>
<p>CAMHS (Child and Adolescent mental Health Service)</p> <p>South London and Maudsley NHS Foundation Trust Christopher Wren House 113, High Street Croydon CR0 1QG</p> <p>Tel: 020 3228 0000 Website: www.slam.nhs.uk</p>	<p>This service provides advice, diagnosis and support for pupils who have, or are suspected of having complex psychological or mental health issues including (but not limited to) Autistic Spectrum Condition and Attention Deficit Disorder. This service can also offer support for their families.</p>
<p>Croydon SEND Information and Advice Services (SENDIAS) – formally Family Lives - Parent Partnership Service</p> <p>Helpline: 020 3131 3150 www.familylives.org.uk/</p>	<p>The Parent Partnership Service provides independent information, advice and guidance for parents/carers of children and young people with special educational needs and disabilities (SEND). They also provide drop-in advice sessions for parents. Independent Support Volunteers are available to support families going through the Education, Health and Care Plan (EHCP) needs assessment and the process of developing an EHC Plan.</p>
<p>Virtual School for Children who are Looked After</p> <p>virtualschool@croydon.gov.uk</p>	<p>This service oversees and monitors provision for children who are in the care of the Local authority.</p>

<p>Transition How will the school help my child to move to a new class/year group or to a different school?</p>
<p>Children and young people with SEN can become particularly anxious about ‘moving on’ so we seek to support a successful transition in various ways:</p> <p>When moving to another school: We will contact the school’s SENCO or Inclusion Manager and share information about special arrangements and support that has been made to help your child achieve their learning goals. The school’s SENCO or Inclusion Manager will be invited to visit our school prior to the transfer. The SENCO or Inclusion Manager of the new school will be invited to a final review meeting if appropriate. We will ensure that all records are passed on to the new school as soon as possible.</p> <p>When moving classes in school: An information sharing meeting will take place with the new class teacher. The new class teacher, class TA and the new Support Assistant will spend time meeting the child in their current classroom, in an environment where they feel comfortable and can show their strengths. Opportunities for the child to visit the new teacher and their new classroom will be provided. Opportunities for parents to meet the new class teacher and new Support assistant (if applicable) will be provided. In some cases, a more detailed Transition Plan will be completed which may include more visits to the new class.</p>

In some cases, a 'transition book' may be completed with the child to include photos of the new class teacher, Support Assistant and school environment.

Year 6 to Year 7 Transition:

The SENCO and/or class teacher will attend the Primary to Secondary Transition meeting to discuss the specific needs of your child and the nature and level of support which has had most impact.

In some cases, additional meetings may be arranged to create a more detailed Transition Plan.

Parent /Carer Involvement

How can I support my child?

- * If you are concerned about your child's progress in school you should speak to their class teacher.
- * If your child is on the school's SEN Register attend the termly SEN Support Plan review meetings as your input is valued and your contributions are an important part of the target setting process.
- * Ensure that you attend all external agency appointments.

If you have any questions about our SEND School Offer please contact the school and we will try our best to help you.